



## CHERRYVALE ELEMENTARY

1420 Furman Drive  
Sumter, SC 29154

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 528 Students           |              |
| <b>Principal</b>      | Jeannie Pressley       | 803-494-8200 |
| <b>Superintendent</b> | Dr. J. Frank Baker     | 803-469-6900 |
| <b>Board Chair</b>    | Mr. Larry Addison      | 803-499-1181 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING        |
|-------------|-----------------|----------------------|
| <b>2010</b> | <b>Average</b>  | <b>Below Average</b> |
| 2009        | Average         | Average              |
| 2008        | Below Average   | Below Average        |
| 2007        | Below Average   | At-Risk              |
| 2006        | Below Average   | Good                 |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

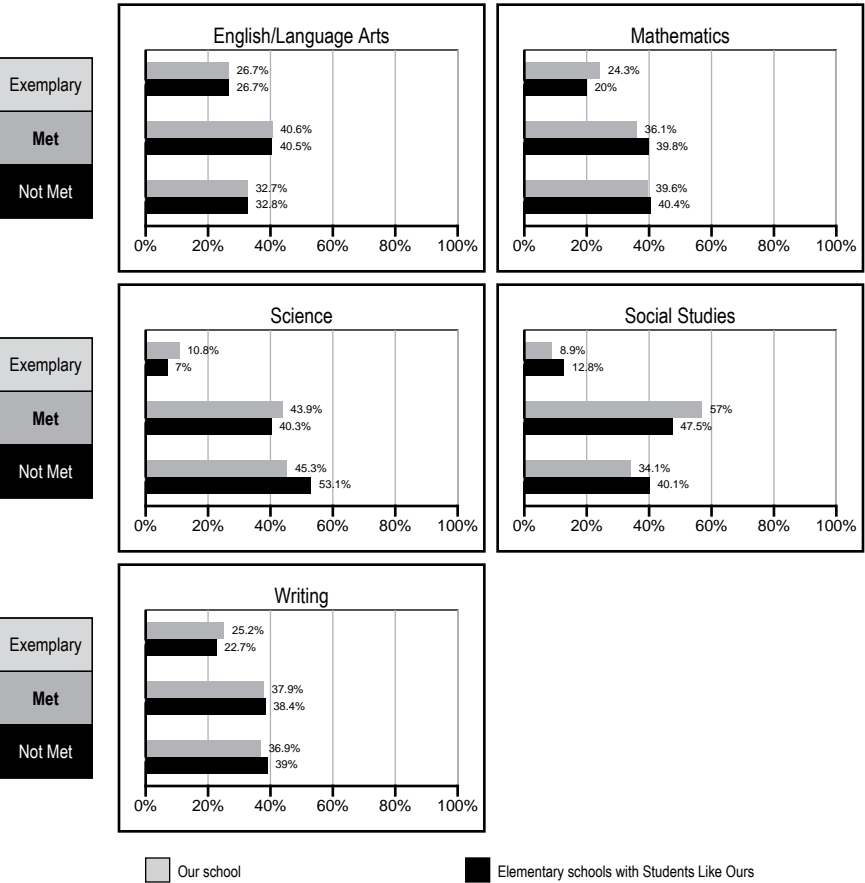
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0         | 3    | 102     | 47            | 20      |

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=528)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 3.3%       | Down from 4.8%        | 1.5%                                       | 1.2%                     |
| Attendance rate  | 96.2%      | Up from 95.4%         | 95.8%                                      | 96.1%                    |
| Eligible for gifted and talented   | 6.0%       | Up from 5.2%          | 5.0%                                       | 11.7%                    |
| With disabilities other than speech  | 17.4%      | Down from 18.6%       | 8.5%                                       | 8.0%                     |
| Older than usual for grade   | 2.6%       | Down from 5.2%        | 0.8%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | Down from 0.2%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=35)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 77.1%      | Up from 67.6%         | 58.1%                                      | 60.5%                    |
| Continuing contract teachers   | 80.0%      | Up from 67.6%         | 80.0%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | Down from 3.3%        | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 80.6%      | Up from 78.9%         | 84.7%                                      | 87.0%                    |
| Teacher attendance rate  | 96.0%      | Up from 95.6%         | 95.3%                                      | 95.4%                    |
| Average teacher salary*  | \$44,433   | Up 7.3%               | \$45,431                                   | \$47,288                 |
| Professional development days/teacher  | 12.6 days  | Up from 7.4 days      | 10.7 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 4.0        | Up from 3.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 14.0 to 1  | Down from 18.0 to 1   | 17.7 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 91.0%      | Up from 90.4%         | 90.3%                                      | 90.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 76.5%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | Up from Good          | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$7,820    | Up 12.6%              | \$8,361                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 68.3%      | Up from 65.9%         | 68.2%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 64.3%      | Up from 45.9%         | 63.0%                                      | 65.1%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Cherryvale Elementary School is committed to improving student achievement by holding high expectations for all students. Our curriculum continues to be standards-driven, with the staff receiving continuous opportunities for staff development training in Best Practices. This year, we focused on increasing our math skills and strengthening our literacy program. Teachers were provided the opportunity to participate in a variety of literacy and math workshops. Teachers also received training that involved utilization of Project Read, Calendar Math, and Teaching American History.

Many of our students take advantage of our afterschool program and morning study groups. During this time, teachers provide enrichment activities to reinforce and challenge student learning. Content is based on the needs of the students. Benchmark tests, MAP scores, and PASS results aid us in determining the individual and/or class areas of weakness.

Parents have been actively involved in school activities such as Family Reading Night, Write Night, Science Night, and Winter Wonderland Festival. Parents are also offered training and materials for working with their child through our Parent Resource Center. Topics covered include reading, math, science, and social studies. The media center is available for parents to search websites and print materials that can be used if no computer is available in the home.

To ensure that we continue to provide the best for our students, our site-based planning team reviews our school plan each year and makes recommendations for modifications. The plan is shared with our Title I committee, School Improvement Council, parents, and community members to receive suggestions from them as well.

Our students come to school at many different academic levels and have various social and emotional needs. We are proud to have a staff that works so diligently to address the needs of each individual student. We are looking forward to another year of "Learning with Love and Laughter."

Jeannie Pressley, Principal  
Ruth Murray, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 34       | 65        | 50       |
| Percent satisfied with learning environment            | 97.1%    | 87.3%     | 93.8%    |
| Percent satisfied with social and physical environment | 97.0%    | 82.5%     | 87.5%    |
| Percent satisfied with school-home relations           | 54.8%    | 84.4%     | 86.0%    |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |    |
|---------------------------|----|
| School Improvement Status | CA |
|---------------------------|----|

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance                                  |              |       |
|---|--------------|-------|
|   | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | N/A          | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.1%         | 5.6%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.2%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

|  | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary* | District % Met or<br>Exemplary* | State % Met or<br>Exemplary* | Performance<br>Objective Met | Participation<br>Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 236 | 99.2 | 30.4 | 39.6 | 30   | 82.9 | 82.1 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 115 | 99.1 | 34.3 | 41   | 24.8 | 79   | 77.7 | 80.1 | N/A | N/A |
| Female                       | 121 | 99.2 | 26.8 | 38.4 | 34.8 | 86.6 | 86.8 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 54  | 100  | 18   | 30   | 52   | 92   | 86.9 | 89.6 | Yes | Yes |
| African American             | 172 | 98.8 | 34.2 | 43   | 22.8 | 79.7 | 78.3 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 96.4 | 92.7 | I/S | I/S |
| Hispanic                     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 88.9 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 78.6 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 40  | 100  | 52.5 | 12.5 | 35   | 60   | 51.6 | 51.7 | Yes | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 83.8 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 217 | 99.1 | 32   | 40.5 | 27.5 | 82   | 79.9 | 76.9 | Yes | Yes |

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 236 | 99.2 | 37.3 | 37.3 | 25.3 | 80.2 | 77.8 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 115 | 99.1 | 41.9 | 30.5 | 27.6 | 78.1 | 75.4 | 78.4 | N/A | N/A |
| Female                       | 121 | 99.2 | 33   | 43.8 | 23.2 | 82.1 | 80.5 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 54  | 100  | 16   | 42   | 42   | 92   | 83.5 | 87.8 | Yes | Yes |
| African American             | 172 | 98.8 | 43   | 36.1 | 20.9 | 76.6 | 73.4 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 89.3 | 93.5 | I/S | I/S |
| Hispanic                     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 87.8 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 40  | 100  | 57.5 | 20   | 22.5 | 55   | 42.6 | 46.1 | No  | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 86.5 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 217 | 99.1 | 39   | 36   | 25   | 79   | 75   | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

|  | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

**Science**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 156 | 98.7 | 43.5 | 41.5 | 15   | 56.5 | 63.2 | 67.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 69  | 98.6 | 39.7 | 41.3 | 19   | 60.3 | 63.1 | 66.9 |
| Female                       | 87  | 98.9 | 46.4 | 41.7 | 11.9 | 53.6 | 63.3 | 67.7 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 38  | 100  | 22.2 | 38.9 | 38.9 | 77.8 | 74.2 | 79.6 |
| African American             | 113 | 98.2 | 50   | 42.5 | 7.5  | 50   | 54.9 | 49.7 |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 89.5 | 84.4 |
| Hispanic                     | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 76.6 | 59.4 |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 58.3 | 69.5 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 25  | 92   | 52.2 | 8.7  | 39.1 | 47.8 | 28.2 | 33.8 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 36.5 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 55.6 | 58.6 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsidized meals             | 141 | 98.6 | 47.4 | 39.1 | 13.5 | 52.6 | 58.4 | 55.4 |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 157 | 98.7 | 33.1 | 56.3 | 10.6 | 66.9 | 67.7 | 70.9 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 79  | 97.5 | 34.7 | 54.2 | 11.1 | 65.3 | 67.4 | 70.1 |
| Female                       | 78  | 100  | 31.4 | 58.6 | 10   | 68.6 | 68   | 71.7 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 34  | 97.1 | 16.1 | 58.1 | 25.8 | 83.9 | 71.8 | 79.2 |
| African American             | 117 | 100  | 36.8 | 57.5 | 5.7  | 63.2 | 63.8 | 58.4 |
| Asian/Pacific Islander       | 1   | I/S  | N/A  | N/A  | N/A  | N/A  | 95.2 | 86.8 |
| Hispanic                     | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 79.7 | 68   |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 71.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 28  | 92.9 | 65.4 | 19.2 | 15.4 | 34.6 | 34.6 | 39.3 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 55   |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 62.5 | 68   |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsidized meals             | 148 | 98.7 | 33.8 | 56.4 | 9.8  | 66.2 | 64   | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 238                              | 92.9     | 36.1      | 38.5  | 25.4        | 63.9                         | 67.7                           | 72.1                        | 96.2                      | 96.3                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 115                              | 91.3     | 40.2      | 39.2  | 20.6        | 59.8                         | 60.3                           | 65.2                        | 96.2                      | 96.1                        |
| Female                     | 123                              | 94.3     | 32.4      | 38    | 29.6        | 67.6                         | 75.6                           | 79.2                        | 96.2                      | 96.4                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 54                               | 94.4     | 21.3      | 29.8  | 48.9        | 78.7                         | 73.1                           | 80.8                        | 96                        | 95.8                        |
| African American           | 175                              | 92.6     | 41.3      | 40.7  | 18          | 58.7                         | 62.8                           | 59.7                        | 96.2                      | 96.6                        |
| Asian/Pacific Islander     | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 96.6                           | 87                          | 97.4                      | 97.2                        |
| Hispanic                   | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 85.4                           | 64.6                        | 96.2                      | 96.1                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 66.7                           | 73.4                        | N/A                       | 94.9                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 42                               | 64.3     | 85.2      | 3.7   | 11.1        | 14.8                         | 24                             | 27.7                        | 95.3                      | 96                          |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 63.5                        | N/A                       | 99.9                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 73                             | 63.7                        | 98.8                      | 97.1                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 218                              | 92.2     | 38        | 39.6  | 22.5        | 62                           | 64.5                           | 61.9                        | 96.1                      | 96.1                        |

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 83                               | 100      | 37.1      | 41.4  | 21.4        | 62.9                  |
|                       | 4     | 84                               | 100      | 27        | 41.9  | 31.1        | 73                    |
|                       | 5     | 78                               | 100      | 28.2      | 50.7  | 21.1        | 71.8                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 77                               | 98.7     | 21.7      | 34.8  | 43.5        | 78.3                  |
|                       | 4     | 79                               | 100      | 42.7      | 42.7  | 14.7        | 57.3                  |
|                       | 5     | 80                               | 98.8     | 26        | 41.1  | 32.9        | 74                    |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 83                               | 100      | 30        | 48.6  | 21.4        | 70                    |
|                       | 4     | 84                               | 100      | 33.8      | 43.2  | 23          | 66.2                  |
|                       | 5     | 78                               | 100      | 36.6      | 46.5  | 16.9        | 63.4                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 77                               | 98.7     | 23.2      | 27.5  | 49.3        | 76.8                  |
|                       | 4     | 79                               | 100      | 42.7      | 45.3  | 12          | 57.3                  |
|                       | 5     | 80                               | 98.8     | 45.2      | 38.4  | 16.4        | 54.8                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 40                               | 100      | 18.2      | 48.5  | 33.3        | 81.8                  |
|                       | 4     | 84                               | 100      | 28.4      | 54.1  | 17.6        | 71.6                  |
|                       | 5     | 39                               | 100      | 33.3      | 58.3  | 8.3         | 66.7                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 39                               | 97.4     | 50        | 33.3  | 16.7        | 50                    |
|                       | 4     | 78                               | 100      | 40.5      | 50    | 9.5         | 59.5                  |
|                       | 5     | 39                               | 97.4     | 43.2      | 32.4  | 24.3        | 56.8                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 44                               | 100      | 36.8      | 55.3  | 7.9         | 63.2                  |
|                | 4     | 84                               | 100      | 14.9      | 56.8  | 28.4        | 85.1                  |
|                | 5     | 41                               | 100      | 37.8      | 29.7  | 32.4        | 62.2                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 38                               | 100      | 24.2      | 63.6  | 12.1        | 75.8                  |
|                | 4     | 79                               | 100      | 33.3      | 54.7  | 12          | 66.7                  |
|                | 5     | 40                               | 95       | 41.2      | 52.9  | 5.9         | 58.8                  |
|                | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 82                               | 96.3     | 49.3      | 34.3  | 16.4        | 50.7                  |
|                | 4     | 83                               | 91.6     | 37.1      | 41.4  | 21.4        | 62.9                  |
|                | 5     | 76                               | 80.3     | 37.5      | 46.4  | 16.1        | 62.5                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 78                               | 93.6     | 45.5      | 25.8  | 28.8        | 54.5                  |
|                | 4     | 83                               | 95.2     | 39.2      | 44.6  | 16.2        | 60.8                  |
|                | 5     | 77                               | 89.6     | 23.1      | 44.6  | 32.3        | 76.9                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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